DOCUMENT RESUME

ED 080 439 SO 006 145

TITLE	The Atlantic Canada-New England Region and Environment. A Learning Activity Packet.
INSTITUTION	Maine Univ., Orono. New England-Atlantic Provinces Quebec Center.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-1-A-0042
PUB DATE	[72]
GRANT	OEG-1-71-0011(509)
NOTE	25p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Units; *Area Studies; *Geographic Regions; *Geography Instruction; History; Instructional Materials; Land Settlement; Learning Activities; Map Skills; Physical Geography; Secondary Grades; *Social Studies Units
IDENTIFIERS	*Canada; Learning Activity Packets

ABSTRACT

In this Learning Activity Packet (LAP) students examine the geographic and ecological bases of the Eastern international region. The overall objective of activities is to help students comprehend the man-earth relationship concept. By studying this familiar relevant region students gain geographic knowledge and skills applicable to other areas. For example, as they observe physical factors which influence site location and settlement, such as easy accessibility and availability of resources, they recognize factors of choice, including ways that man uses resources and sets boundaries. This guide is divided into learning activities that will enable the student to: 1) identify the political boundaries and the surface features of the provinces and the states of the region; 2) understand the effect of the sea on people in the Maritime Provinces, and how they depend upon it; 3) explain the effect of glaciers on the soil and ways of life on the land that was once covered by glaciers; 4) show that there is a relationship between the use of resources and the availability of transportation and growth of cities; 5) describe the use of Canadian Shield resources by man; 6) contrast the past and present in Maritime Provinces; 7) construct an overlay map showing principle towns and cities, land or seaways, and vegetation; 8) explain why political boundaries are sometimes made with consideration for geographic factors; and 9) plan a new community using skills learned in this and other LAPs. A pre-test is included. (OPH)

THE ATLANTIC CANADA--NEW ENGLAND REGION AND ENVIRONMENT

PRETEST

I. Matching. Print matching letter in space before phrase on the right.

a. Quebec	( ) Province on eastern edge of Canada Shield
b. New Brunswick	( ) river which flows toward the northeast
c. Nova Scotia	( ) mining city in Labrador Trough
d. Prince Edward Island	( ) river which flows toward the southeast
e. Newfoundland	( ) a "winter port" for Canada
f. St. John	( ) large peninsula-shaped province
g. St. Lawrence	( ) province with most people, in this region
h. Halifax	( ) province with the least people
i. Montreal	( ) province on the eastern boundary of Maine
j. Schefferville	( ) river city in Quebec Province

II. Fill-In. Choose the best word to fill the blanks in each sentence.

basket weaving	cod trap	inland	ship building
bore	fishing	meat	skiing
camping	flow	"near the sea"	Sydney
coastal	Grand Bank	sardine	tobacco growing
Cod Shelf	Halifax	seine net	"to the north"

1. The word Maritimes means _____.
2. A major activity of the provinces of New Brunswick and Nova Scotia in 1850 was _____.
3. Most settling in the Maritime provinces was in the _____ regions.
4. Many of the earliest settlers in the Maritimes had the same occupation which they do today which is _____.
5. One area of land under the sea's surface which produces a lot of fish is called the _____.
6. The most common way of fishing for codfish, is by using a _____.

7. _____, an important seaport, is an eastern terminal for exports and imports for all of Canada.

8. A sudden rush of inward tide into a river, such as the Petitcodiac River, which flows into the Bay of Fundy, is called a _____.

9. Many towns in the Atlantic Provinces employ people in the _____ canning factories.

10. The tourist activity which is more important in attracting tourists in the Atlantic Provinces is _____.

III. Multiple Choice. Underline your choice of the best answer.

1. The Canadian Shield is an area once covered by glacier which extends from:

( ) the North Pole to Hudson's Bay
( ) the Arctic to the Great Lakes
( ) the Atlantic Ocean to the Pacific Ocean

2. The principal vegetation on the Canadian Shield is:

( ) tundra and softwood forest
( ) tundra and hardwood forest
( ) softwood and hardwood forest

3. Glacial action which scrapes the surface of the land is a disadvantage because:

( ) mineral deposits are more exposed
( ) rivers are made to flow faster
( ) farming is difficult or impossible

4. Glacial action which scrapes the surface of the land is an advantage because:

( ) mineral deposits are more easily reached
( ) vegetation can receive more sunlight
( ) the under layer of soil is more productive

5. Most of the rivers of the Canadian Shield flow

( ) in a westward direction
( ) in an eastward direction
( ) in a northward direction

LEARNING ACTIVITY PACKET:
The Atlantic Canada-New England Region and environment.
An examination of the geographic and ecological bases of the Eastern international region.

Rationale

In our study of the Atlantic Provinces and the Quebec Region, we will observe that the area of greater population density is along the St. Lawrence Valley and on the shores of the Atlantic coast. Although there has been settlement away from the waterways to a degree, this region has had essentially a "seaward" outlook. Often people settle in an area which is relatively easy to reach and then remain where there is a suitable means of livelihood. Factors which have enhanced such settlement and those which have restricted it are the bases of our understanding the geography of this region. Canada's outlook for the future, at present, is southward in trade with the United States and northward, as the United States and Canada share a growing awareness of a dependency on such resources as water, power, and minerals in Canada's "north" in the year's to come.

A region is in a state of "perpetual transformation" for the people living in it. While the environment is a factor, the decisions made by man, as far as his relationship with his environment, are equally strong. Man is inventive and self-determining in his use of resources, in settling towns,

and settling boundaries, in locating on the land; and yet at times, man is bound by conditions which tie him to the land when its resources have been depleted.

Objective 1

You will be able to identify the political, or man-made, boundaries and the surface features of the provinces and the states of this region. You will understand that boundaries often do not depend on a "demarcation" in the terrain nor in a marked difference in how and where people live. For example, the Appalachian Mountain Range of New England extends into the Gaspé of Canada and the seaward Atlantic Provinces was very like the seaward outlook of the New England states at the time the boundaries were made.

Activity 1

After using the map of the physical features of this region from this source: CANADA AND HER NEIGHBORS*, pp. 2-3, together with the political map of NEAPQ, mark all the provinces, states, principal waterways, capital cities, and major bays and gulfs. Print with great care and color lightly.

Activity 2

Using as a source, CANADA 1972* and/or WORLD ALMANAC, 1972*, construct a bar graph showing the population of

each of the Atlantic Provinces and Quebec and the New England states. It is suggested that you mark 1/2-inch squares on 9 x 12 paper with a margin on the left. Each square should designate one million people. Color the state and province which have the closest population the same color.

Activity 3

After studying a relief map of Canada, please do the following: (1) label the mountains and highlands which are most prominent as ranges: the Appalachians, the Laurentians, and the high plateau which extends in a sweep from the Laurentians to the Torngat Mountains at the edge of the Canadian Shield in Labrador; (2) mark with arrows the direction in which the principal rivers flow; and (3) where space permits on your map, indicate mountain elevations.

Objective 2

The Atlantic Provinces are Prince Edward Island, New Brunswick, Nova Scotia, and Newfoundland. The "Maritime" Provinces are those named above, excluding Newfoundland. The word Maritime meaning "near the sea" and the early French colonizing near the sea was in this area of the Maritimes. After completing the following activities, you will be able to understand the effect of the sea, as people in this region settle along the shores and rivers; and the

dependence of the people on the sea routes and the harvest of the sea.

Activity 1

Using as a source the map on page 7 and the information on maps 22-23 of SHIPBUILDING IN THE MARITIME PROVINCES* label the shipbuilding centers for wooden sailing ships of the Maritime Provinces in 1850 on a NEAPQ map; and also construct a bar graph or picto-graph to show the "decline" of ship-building from 1870 to 1900, using facts given on p. 22.

Activity 2

Draw a diagram of the continental shelf in profile, indicating a fishing bank and the continental slope, using the source: A GUIDE TO UNDERSTANDING..p. 84*. Indicate water depths and distances from land. On an accompanying map, indicate locations referred to in your profile. See also slide #1a and #1b.

Activity 3

Using a color key to show ocean depths, describe on a map, inshore and offshore fishing areas of the Atlantic Provinces and New England with an accompanying map to show kinds of fish taken from each area. On this map,

show the ten largest fishing towns which depend on fishing for their economy. Use GUIDE TO UNDERSTANDING CANADA, p. 84 and the filmstrip, ATLANTIC REGION*. See also Slide #1.

Activity 4

After viewing the filmstrip, THE ATLANTIC REGION*, draw a diagram to show from 6 to 8 steps used in the inshore fishing of lobster or herring including: boats, used, kinds of traps or nets, use of nets, taking fish on board, bringing to shore, processing, and marketing. An additional source is: Ginn Booklet, SARDINE FISHING AND CANNING.

Activity 5

After reviewing the filmstrip, DEEP-SEA FISHING*, draw a diagram to show in from 6 to 8 steps, the process of deep-sea fishing for cod or halibut, including: ships used, kinds of nets, use of nets, taking of fish on board, bringing to shore, processing and marketing.

Activity 6

Using as source, A PORT CITY*, plot on a world map, the trade routes from Halifax, a leading seaport of the Atlantic Provinces, and the overland transportation

to reach areas of greater population density near Montreal, and from this write a brief summary concerning Halifax and the factors which contribute to its being an important seaport.

Activity 7

Using as a source, the filmstrip, THE ATLANTIC REGION* study the trade routes by water to and from Montreal to ports of the world. Consider carefully, the climate of Montreal, and show on a map its use of "winter ports"; Halifax, N.S., and St. John, N.B.; Portland, Maine; and Boston, Massachusetts. With a key, show the winter route and the "summer route" of ocean-going traffic from and to Montreal. Be sure to indicate the months involved for each, remembering that much traffic follows all routes through Portland, Boston, St. John, and Halifax during all seasons.

Activity 8

Using as a source, THE GEOGRAPHY OF THE ATLANTIC PROVINCES, pp. 29-31* and slides in portfolio, illustrate in a four-step drawing, the tides of the Bay of Fundy, "a bore", and include the special kind of weir fishing used on the flats when the tide is out.

Activity 9

Using as a source, the film strip, THE ATLANTIC REGION*, construct an overlay with 1 or 2 other class members, showing the towns, fishing banks, and kinds of fish obtained from this region. See also slide #1a and #1b.

Activity 10

Using as a source, CANADA, A NEW GEOGRAPHY, pp. 376-377*, mark on a map, the principal water currents which affect the continental shelf and explain in a short talk on tape, the effect of currents and depths on sea life in the water and in the climate of the air over the water. See also slides #2a, #2b, and #2c.

Activity 11

After listening to the folk song of the sea of this region, on the tape of this LAP, rewrite the story of the song in your own words to tell its message. Volunteer to explain the story to the class, naming places and fixing time, as well as you can, to give background. Offer the music to your music teacher for class instruction.

Objective 3

The Canada Shield is the name for the horse-shoe shaped area once covered by glaciers, which by glacial action, or "glaciation", affected the land surface of much of northern Canada, and in fact an area extending into the middle of the United States at the Great Lakes. At the outer edge of the Shield is a deposit called glacial drift which makes a rim of higher land. Within the Shield, the surface soil has been scraped by the glacier. You will be able to explain the effect of the glacier on the soil and on the ways of life on the land once covered by glacier.

Activity 1

After viewing the film strip, THE CANADIAN SHIELD*, color on a map of this region, the outline of the Shield and indicate the kinds of vegetation found on the Shield.

Activity 2

Using as a source, CANADA, A NEW GEOGRAPHY, pp. 88-94*. After reading this, list two advantages and two disadvantages which have resulted from glacial action in this region and beyond this region in New England.

Activity 3

After reading the source named above, list five (5) land formations made as a result of glaciation. Choose three (3) of these to diagram and label. If you can, give examples of each of these found locally where you live.

Objective 4

You should be able to show that there is a relationship between the use of resources and the availability of transportation on the growth of cities and towns in this region of Canada.

Activity 1

After examining a map showing vegetation for this entire region in the source CANADA AND HER NEIGHBORS,* pp. 26-30, 72-73, construct a land use map, below the tundra line, showing a forest cover and the several agricultural areas: St. Lawrence Lowland, Bay of Fundy, diked-lands, Prince Edward Island, the Annapolis Valley in Nova Scotia, and the St. John Valley in New Brunswick. Finally, explain in a short paragraph, the presence of good growing land in a region which has been covered by the glacier.

Activity 2

Using as your source, CANADA, A NEW GEOGRAPHY,*p. 370, indicate on a map, with a legend, the areas where forest products are produced. See Slide #3.

Activity 3

Using as your source, the one named above, p. 344, develop a key using symbols of your choice and indicate on a map the areas where minerals are mined. See also Slides #4, and #5.

Activity 4

Using as your source, A GUIDE TO UNDERSTANDING CANADA,* pp. 32, 90, develop a pictorial map showing types of farming for this region.

Activity 5

From the source, CANADA, A NEW GEOGRAPHY,* pp. 371 and 358-367, construct a chart to show in words or pictures, or both, the manufactured products or commercial use of as many forest and mineral products as you can.

Activity 6

From the source, CANADA, A NEW GEOGRAPHY,* p. 31, construct a bar graph with two colors, to show the exports of Canada as a whole with one color, and with thos

products which pertain to this region with a second color. See also Slide #6.

Activity 7

Using as a source, GEOGRAPHY OF ATLANTIC PROVINCES,* p. 98, or photostat in portfolio, draw and label two diagrams: a slope mine and a shaft mine, as used at Sydney, Nova Scotia. Locate Sydney on an accompanying map of the area. Be prepared to make a hypothesis that has to do with unemployment at Sydney since the mines have become depleted and the opportunity for employment in the reconstruction of the fort at Louisbourg. Use as an additional source, Jackdaw, LOUISBOURG* (#5). See also reprint.

Objective 5

You will be able to describe the use of the resources of the Canadian Shield by man.

Activity 1

On an outline map of North America or the Western Hemisphere, mark the region we are studying, using such a source as A GUIDE TO UNDERSTANDING CANADA,* p. 15. Then draw in the latitudes, noting their location with respect to the North Pole and the equator, using an atlas.

Refer to your previous work concerning the Shield in Objective 3, and prepare to discuss with several classmates the kinds of vegetation and growing conditions (climate and soil) you would expect, considering the location.

Activity 2

Given a map of the region, and after referring to A GUIDE TO UNDERSTANDING CANADA,* Map 27 and Map 42, mark the locations of hydroelectric power and mineral deposits of this region. Write a short explanation for your teacher ** about their value to Canada and the reasons that each are available. See also Slides #5, #7, #8, and #9.

Activity 3

Using as a source, A GUIDE TO UNDERSTANDING CANADA,* p. 63 or CANADA AND HER NEIGHBORS,* pp. 52-53, draw an exact profile of the St. Maurice River using a graph with 1/2" squares or an approximate profile of the Hamilton River. Label elevations, power plants, and rapids. Indicate any potential sources of power based on rapids which you identify. See also Slide #10.

Activity 4

Make a sketch drawing of an open pit mine at Scheffer-

ville in the Labrador Trough, and on an accompanying map of that area, indicate the Trough and the route and means of transportation used for taking ore out of the area. Your source will be CANADA; A NEW GEOGRAPHY,* pp. 359-360. Indicate distance in miles. Reprint available. See also Slide #10.

Activity 5

In a short talk, given from notes on index cards, or a substitute, give an explanation of the growth of Chicoutimi, P. Q., a manufacturing city, in a "news-reporting" style. Include references to land elevation, water power, sources of raw minerals, imported minerals, and any other factors present in the manufacture of aluminum. Your sources will be CANADA, A NEW GEOGRAPHY,* pp. 415-418; A GUIDE TO UNDERSTANDING CANADA, p. 69; or the Ginn Booklet, "ALUMINUM AND POWER IN THE SAGUENAY".* See also Slide #11, #12, #13.

Objective 6

The Maritime Provinces are less populated than the St. Lawrence Lowlands but their location is nearer to Europe and in early times, this advantage in location was expected to help trade and population growth, in this region. Nevertheless, despite many advantages such as being surrounded by

the sea and its harvest, with good forest cover and farming, the population of the region has not continued to grow. You will contrast the past and present in terms of "the good life".

Activity 1

After skimming the source: SHIPBUILDING IN THE MARITIMES, discuss with your classmates, in a group of from 3 to 5, the effect on population growth in this statement: "After supplies of timber from northern Europe were cut off, the major work of many men of the Maritimes was supplying England with lumber and with sailing ships to carry the lumber. However, after about seventy-five years, in the last half of the 19th century, steam power and the invention of steel brought an end to this occupation and to the hey-day of ship building in the Maritimes."

Activity 2

Mr. Angus McKay of Northeast Cove, Nova Scotia, raises strawberries in the summer and earns about $800 for his crop. He has a wife and 6 children. He needs about $3,000 to support his family without any extras. What can he do to earn enough money for his family? Write a dialogue between Mr. McKay and his wife or his oldest

son, as he decides to take advantage of other kinds of work, in season, to supplement his income. Remember, he is entitled to a family allowance from the federal government for each of his six children. Be sure to give an estimate of his earnings from each of his other jobs. Use any sources you are familiar with.

Activity 3

Collect a portfolio of tourist brochures for the Atlantic Provinces and Quebec and the New England States, and after studying thoughtfully from the point of view of your interests, plan a trip by car or ferry or other means, for at least one week, to include at least ten tourist attractions which you would like to visit. You should allow travel of about 100 miles a day at the most.

PLEASE USE THE FOLLOWING HEADINGS:

transportation used	from city	to city	distance	time allowed	place of interest

Activity 4

Construct a 4-season poster for Quebec and for a New England state, and write a short comparison of each of the seasons' attractions based on what you show in the poster.

Objective 7

You will be able to construct an overlay map with a committee of 3 or 4, showing: principal towns and cities, land and sea "highways", vegetation, and the places where money crops are available, and you will make comparisons between the New England states and each of the overlays.

Activity 1

Using any sources available to you, mark the principal cities and large towns of this region on an overlay and include a key to indicate population.

Activity 2

Using a legend, mark on a map the location of the highways and railroads of this region which connect the principal cities and towns (and which leave the area of your map). Use any sources you are familiar with.

Activity 3

Make a pictorial map, showing the vegetation of this region, using any sources available to you.

Activity 4

Make a pictorial map, showing the money crops of this region, using any sources available to you.

Objective 8

You will understand that the decision to make political boundaries may be made with some consideration for geographic factors, either grid lines or natural "line", such as rivers, make between provinces and states. This you will do orally using a wall map, for the benefit of a classmate.

Activity 1

If you have not done Objective 1 (Activity 1), mark the political boundaries of the provinces and the states in this region, and name the principal waterways and "heights of land". Mark with a heavy line, all boundaries which follow meridians or which follow all rivers or other identifiable land features.

Activity 2

After reading #2 and #4 (map) in the Portfolio, and, after studying a land feature map, explain in a short summary or list of steps, the major land features or geographical demarcations that were important in settling the boundary lines in the Webster-Ashburton Treaty.

Activity 3

Given a map of the Aroostook War, in the portfolio,

construct a time line to correspond with information on the map.

Objective 9

Alone or with one or two other classmates, you will use your imagination and information you have acquired in working on these LAPS, to plan a new community.

Activity 1

Select an area which has no communities within 200 miles north of the "tundra line", and using any source you wish, plan a development for this community to overcome handicaps which now exist by any technological or scientific means which you can imagine. You need to provide the basic needs for your community: kinds of work, types of home, kinds of clothing, source of food.

Activity 2

Illustrate by diagram or sketch map, the transportation system you would plan for your community to use.

Activity 3

Plan such a redevelopment program for an existing community in the Atlantic Provinces.

Activity 4

Plan a transportation system for the community in the Atlantic Provinces.

Activity 5

Plan recreation or cultural activities for your community for one week in January and for one week in July.

Activity 6

Role play the family life including the responsibilities and recreational activities of each family member in January and in June, for one day only.

FOR OBJ. #3 (A3) PORTFOLIO

AROOSTOOK WAR

At the time of the Conquest, 1763, all of the land which was New France then belonged to Great Britain. Following the Revolutionary War, 1783, the colonies of Great Britain became the United States of America and the land to the north remained under the rule of Great Britain and is to the present time. We know this land as Canada. The terms of the Treaty of Paris, 1783, allowed the United States land from the Atlantic Coast to the Mississippi and from Canada south to Florida, but the northern boundary remained vague. Between what is now Maine and Canada, this boundary dispute continued for many years until it was settled following the bloodless "Aroostook War" in 1842.

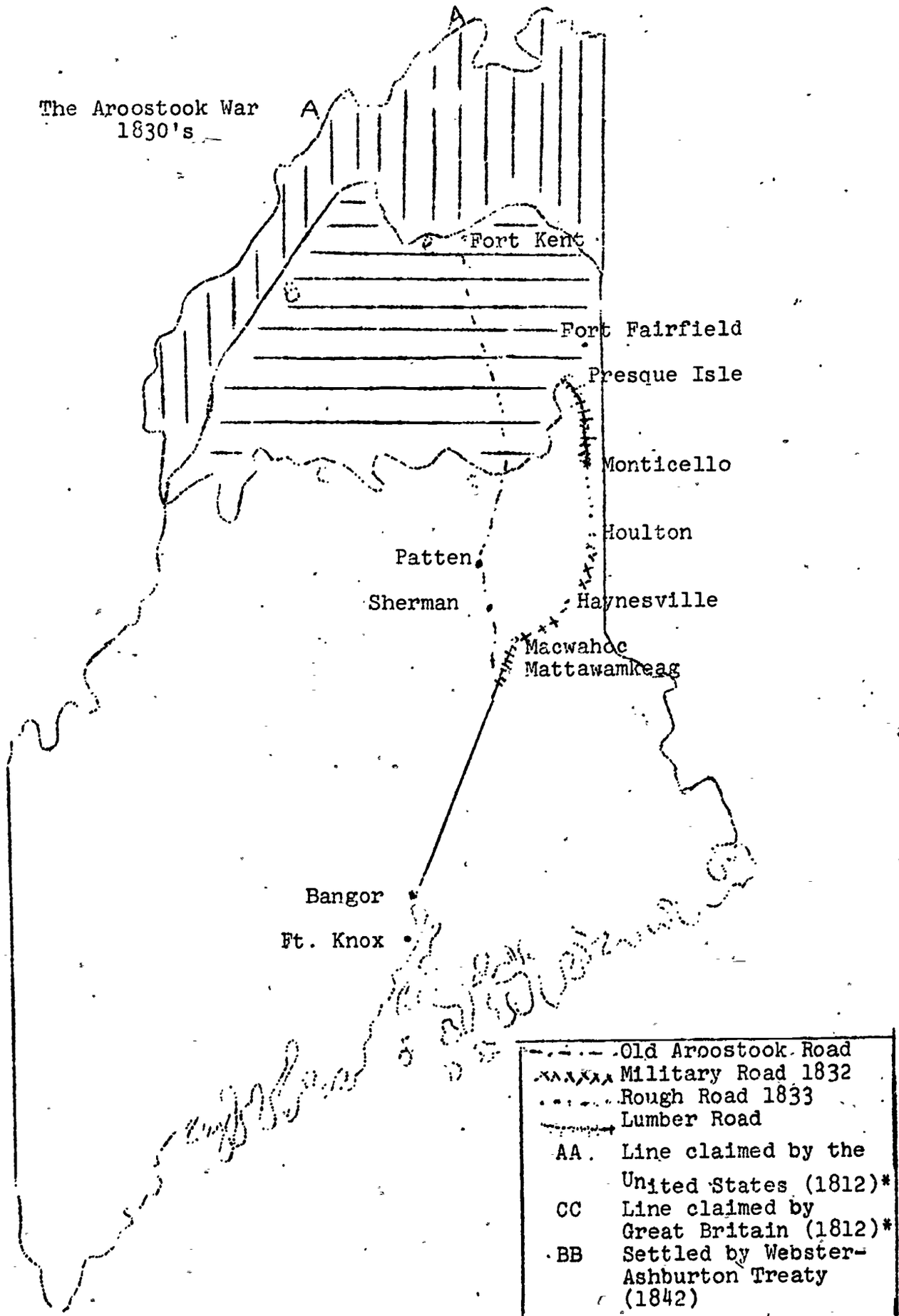
After the War of 1812, between England and the United States, the Treaty of Ghent revealed the need to establish a clear boundary. Settlers in this area had allegiance to one or another of the two countries and each of the countries had a commercial interest in the forests of the area. According to the Treaty of Ghent, "Each country was to appoint a commissioner, or commissioners to settle the affair... or to refer the matter to a friendly sovereign.

The British wanted all the land south to the 46th parallel, which included all the land drained by the St. John River, because this territory was rich in lumber which they wanted for the King's mast.

In 1820, Maine separated from Massachusetts and the boundary difficulty now became of immediate concern to Maine, the state. Both countries, Great Britain and the United States began to defend themselves in case military action should develop. In fact, militia were ordered into action by the Maine legislature. The United States Congress then authorized the President to raise troops. A military road was built and several forts were begun, Fort Fairfield, Fort Kent, and Fort Knox.

Fortunately successful negotiations were concluded before actual fighting took place and a boundary was agreed upon which exists at the present time. The boundary was a true compromise and gave each country about half of the area in dispute. It seems evident that the negotiators used grid line, river "lines" however curving, and in one case a range of land of high elevation called "Height of Land", which constitutes the northwest boundary between Maine and Quebec in dividing the exact marking of the boundary in the compromise.

The Aroostook War
1830's



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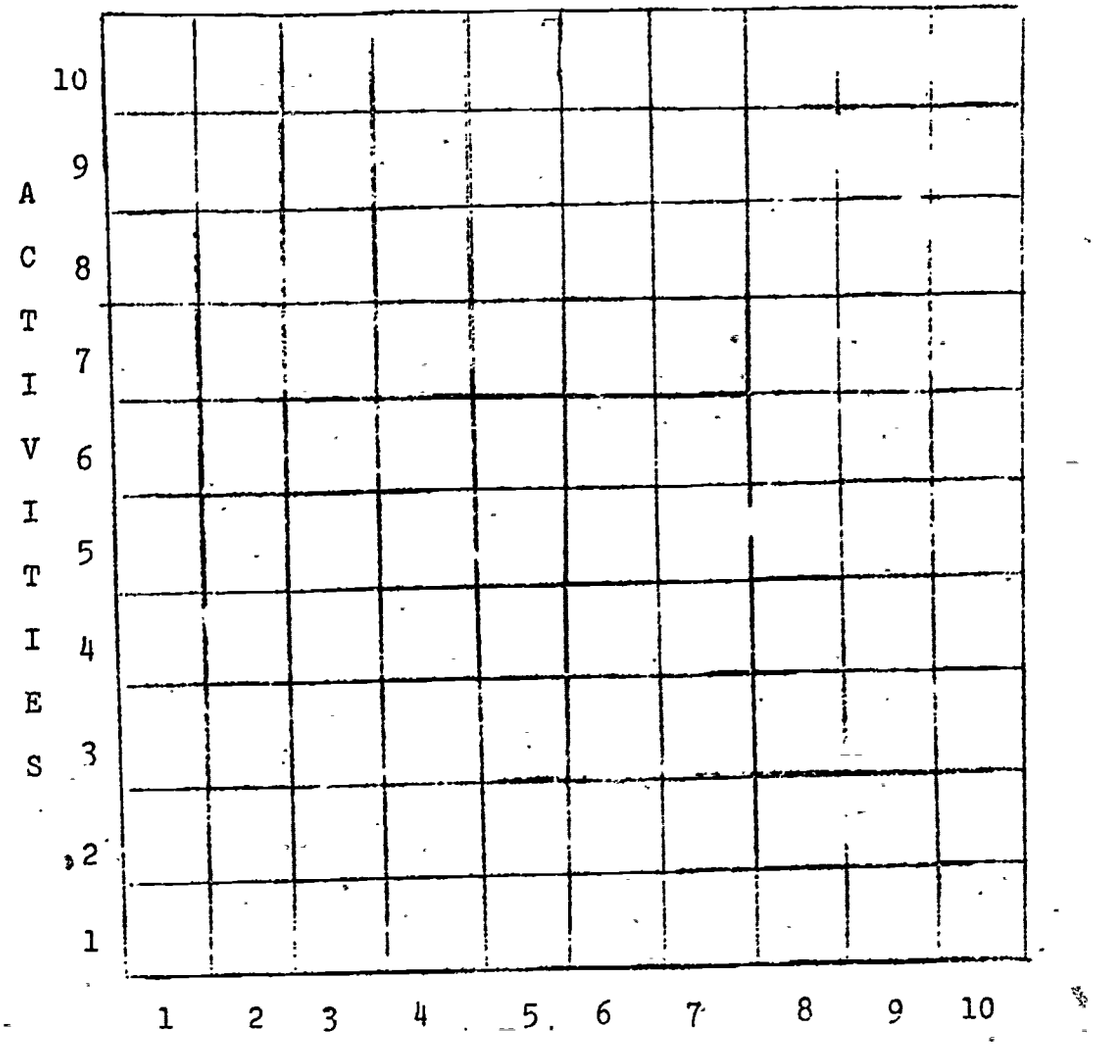
ACTIVITIES
10
9
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7
6
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1
1 2 3 4 5 6 7 8 9 10
OBJECTIVES